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ABSTRACT

Seven California school districts, all of them with substantial numbers of minority students, created a regional inservice program for teachers intended to make their understanding of and instruction of minority children more appropriate. Superintendents, students, and members of the communities were involved in the plans. Teachers received credit for taking local college courses on racial and ethnic minorities. Superintendents provided information on minorities in each school; closed circuit TV programs on minorities were shown; and districts held seminars with parents and students to reveal ethnic feelings. Teachers were also given credit for attending college courses on teaching strategies for minority children. Each district, and especially target schools, used these and other approaches to improve staff awareness and also to draw parents and others from the community into the program. (Information on the school districts, and outlines of the goals, the planning process, and general program information are presented. Outlines and bibliographies for the college courses are included in the appendix.) (CD)

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ED115642

AN INSERVICE PROJECT

IN

MULTI-CULTURAL

STUDIES

RECEIVED
NOV 1
MULTICULTURAL
AACTE PROJECT

For Professional Staff

1973 - 1976

U S DEPARTMENT OF HEALTH, EDUCATION & WELFARE
NATIONAL INSTITUTE OF EDUCATION

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A REGIONAL PROJECT

District	Superintendent
Fowler Unified	Mr. John O. Taylor
Kingsburg Joint Union Elementary	Mr. Gary J. Andreis
Kingsburg Joint Union High School District	Mr. Grant A. Erickson
Kings Canyon Unified School District	Mr. Roger D. Freet
Parlier Unified	Mr. Quentin Wright
Sanger Unified	Dr. J. Donald Dorough
Selma Unified	Mr. Frank Parks

2

In collaboration with:

Pacific College — Fresno
Dept. of Education — Fresno County

BEST COPY AVAILABLE

November 1973

FORM IR-301
(1973)

County
Fresno

Name of District
Fowler Unified

NOTE: Attach other pages as necessary. Submit to Bureau of Intergroup Relations, State Department of Education, 721 Capitol Mall, Room 634, Sacramento 95814, no later than December 31, 1973.

SCHOOL STAFF PREPARATION: HISTORY, CULTURE, CURRENT PROBLEMS OF MINORITIES

1.

(List) SCHOOLS WITH 25% OR MORE MINORITY	AMERICAN INDIAN	BLACK	ASIAN	SPANISH SURNAME	FILIPINO, OTHER NONWHITE	OTHER WHITE	TOTAL STUDENTS
a. (see narrative for complete listing of schools, page 3)							
b.							
c.							
d.							

2. List members of planning committee and role of each (teacher, parent, student, etc.):

see Appendix "C"

3. Did planning committee make recommendations for program content, format, resources, instructors? YES [X] NO [ ]

4. What other committees or organizations were consulted?

District Advisory Committee

5. What higher education institutions were consulted?

Pacific College - Fresno, California

6. Is this plan submitted jointly by two or more districts? YES [X] NO [ ]
Identify cooperating districts:

7. Is there coordination by county department(s) of education? YES [X] NO [ ]
Identify the county or counties:

8. How will you promote full participation by teachers and other staff in participating schools?
District mandated participation [ ]; Released time [ ]; Other (give details) [X].
NOTE: Salary credit authorized; see Ed. Code 13347.

9. Is the program supported by other than district funds? YES [X] NO [ ] (if yes, give details)

Tuition costs for courses in approved programs

10. On attached pages, describe:
a. The district program plan, including subject matter outline of each course, whether conducted by the district or by a college or university, number of sessions, number of hours, schedule for implementation; and
b. The design for evaluation, including objectives and expected outcomes and methods to be used.

O. John Taylor
Signature of superintendent or coordinator of the district inservice program

November 15, 1973
Date

FORM IR-301
(1973)

County: FRESNO

Name of District: KINGSBURG JOINT UNION ELEMENTARY

NOTE: Attach other pages as necessary. Submit to Bureau of Intergroup Relations, State Department of Education, 721 Capitol Mall, Room 634, Sacramento 95814, no later than December 31, 1973.

SCHOOL STAFF PREPARATION: HISTORY, CULTURE, CURRENT PROBLEMS OF MINORITIES

1.

(List) SCHOOLS WITH 25% OR MORE MINORITY	AMERICAN INDIAN	BLACK	ASIAN	SPANISH SURNAME	FILIPINO, OTHER NONWHITE	OTHER WHITE	TOTAL STUDENTS
a. Washington	0	0	8	121	0	196	325
b. Roosevelt	0	0	13	176	0	286	475
c. Lincoln	0	0	8	204	0	274	486
d.							

2. List members of planning committee and role of each (teacher, parent, student, etc.):
9 parents with Spanish surnames - Community input, recommendations, etc.
2 community laison persons - act as interpreters, meet with parents in homes, e
1 district coordinator - to provide leadership

3. Did planning committee make recommendations for program content, format, resources, instructors?
YES [X] NO [ ]

4. What other committees or organizations were consulted?
Individual parents only - no committees or organizations

5. What higher education institutions were consulted?
Pacific College

6. Is this plan submitted jointly by two or more districts? YES [X] NO [ ]
Identify cooperating districts:
Kingsburg Elementary
Kingsburg High School
Parlier Unified
Sanger Unified
Selma Unified
Kings Canyon Unified
Fowler Unified

7. Is there coordination by county department(s) of education? YES [X] NO [ ]
Identify the county or counties:
Fresno

8. How will you promote full participation by teachers and other staff in participating schools?
District mandated participation [ ]; Released time [ ]; Other (give details) [ ].
NOTE: Salary credit authorized; see Ed. Code 13347.
Salary schedule advancement for additional units
Importance or significance of program will be stressed.

9. Is the program supported by other than district funds? YES [ ] NO [X] (if yes, give details)

10. On attached pages, describe:
a. The district program plan, including subject matter outline of each course, whether conducted by the district or by a college or university, number of sessions, number of hours, schedule for implementation; and
b. The design for evaluation, including objectives and expected outcomes and methods to be used.

Gary Andreis, Supt.
Signature of superintendent or coordinator of the district inservice program

November 13, 1973
Date

FORM IR-301
(1973)

County
FRESNO

Name of District
Kingsburg Joint Union High

NOTE: Attach other pages as necessary. Submit to Bureau of Intergroup Relations, State Department of Education, 721 Capitol Mall, Room 634, Sacramento 95814, no later than December 31, 1973.

SCHOOL STAFF PREPARATION: HISTORY, CULTURE, CURRENT PROBLEMS OF MINORITIES

1.

(List) SCHOOLS WITH 25% OR MORE MINORITY	AMERICAN INDIAN	BLACK	ASIAN	SPANISH SURNAME	FILIPINO, OTHER NONWHITE	OTHER WHITE	TOTAL STUDENTS
a. Kingsburg Jt. Un. High	1	0	21	255	0	482	759
b.							
c.							
d.							

2. List members of planning committee and role of each (teacher, parent, student, etc.):
   6 parents with Spanish surnames: recommendations from community point-of-view
   1 community-school liaison: interpret, meet with advisory committee, visit homes
   2 school staff members: coordination and leadership

3. Did planning committee make recommendations for program content, format, resources, instructors?
   YES [X] NO [ ]

4. What other committees or organizations were consulted?
   Compensatory Education Committees, Teachers, and Student Groups

5. What higher education institutions were consulted?
   Pacific College, Fresno, California

6. Is this plan submitted jointly by two or more districts? YES [X] NO [ ]
   Identify cooperating districts:
   (See Narrative)

7. Is there coordination by county department(s) of education? YES [X] NO [ ]
   Identify the county or counties:
   Department of Education, Fresno County

8. How will you promote full participation by teachers and other staff in participating schools?
   District mandated participation [ ]; Released time [ ]; Other (give details) [X].
   NOTE: Salary credit authorized; see Ed. Code 13347.
   Professional Growth in-service credit applied to salary schedules

9. Is the program supported by other than district funds? YES [X] NO [ ] (if yes, give details)
   Teacher tuition costs for enrollment in approved programs

10. On attached pages, describe:
    a. The district program plan, including subject matter outline of each course, whether conducted by the district or by a college or university, number of sessions, number of hours, schedule for implementation; and
    b. The design for evaluation, including objectives and expected outcomes and methods to be used.

Grant A. Erickson — November 13, 1973

Signature of superintendent or coordinator of the district inservice program — Date

FORM IR-301
(1973)

County
Fresno

Name of District
KINGS CANYON UNIFIED SCHOOL DISTRICT

NOTE: Attach other pages as necessary. Submit to Bureau of Intergroup Relations, State Department of Education, 721 Capitol Mall, Room 634, Sacramento 95814, no later than December 31, 1973.

SCHOOL STAFF PREPARATION. HISTORY, CULTURE, CURRENT PROBLEMS OF MINORITIES

1.

(List) SCHOOLS WITH 25% OR MORE MINORITY	AMERICAN INDIAN	BLACK	ASIAN	SPANISH SURNAME	FILIPINO, OTHER NONWHITE	OTHER WHITE	TOTAL STUDENTS
a. (See narrative for complete listing of schools, Page 3)							
b.							
c.							
d.							

2. List members of planning committee and role of each (teacher, parent, student, etc.):

See Appendix "C"

3. Did planning committee make recommendations for program content, format, resources, instructors? YES [X] NO [ ]

4. What other committees or organizations were consulted?

Compensatory Education Committees, Teachers, and Student Groups

5. What higher education institutions were consulted?

Pacific College, Fresno, California

6. Is this plan submitted jointly by two or more districts? YES [X] NO [ ]
Identify cooperating districts:

(See Narrative)

7. Is there coordination by county department(s) of education? YES [X] NO [ ]
Identify the county or counties:

Department of Education, Fresno County

8. How will you promote full participation by teachers and other staff in participating schools?
District mandated participation [ ]; Released time [ ]; Other (give details) [X].
NOTE: Salary credit authorized; see Ed. Code 13347.

Professional Growth In-Service Credit Applied to Salary Schedules.

9. Is the program supported by other than district funds? YES [X] NO [ ] (If yes, give details)

Teacher Tuition Costs for Enrollment in Approved Programs.

10. On attached pages, describe:
a. The district program plan, including subject matter outline of each course, whether conducted by the district or by a college or university, number of sessions, number of hours, schedule for implementation; and
b. The design for evaluation, including objectives and expected outcomes and methods to be used.

Leon A. Peal — Nov 29 1973

Signature of superintendent or coordinator of the district inservice program — Date

FORM IR-301
(1973)

County
Fresno

Name of District
Parlier Unified

NOTE: Attach other pages as necessary. Submit to Bureau of Intergroup Relations, State Department of Education, 721 Capitol Mall, Room 634, Sacramento 95314, no later than December 31, 1973.

SCHOOL STAFF PREPARATION: HISTORY, CULTURE, CURRENT PROBLEMS OF MINORITIES

1.

(List) SCHOOLS WITH 25% OR MORE MINORITY	AMERICAN INDIAN	BLACK	ASIAN	SPANISH SURNAME	FILIPINO, OTHER NONWHITE	OTHER WHITE	TOTAL STUDENTS
a. (See narrative for Complete Listing of Schools, Page 4)							
b.							
c.							
d.							

2. List members of planning committee and role of each (teacher, parent, student, etc.):

See Appendix "C"

3. Did planning committee make recommendations for program content, format, resources, instructors? YES [X] NO [ ]

4. What other committees or organizations were consulted?

Compensatory Education Committee, Teachers, and Students

5. What higher education institutions were consulted?

Pacific College, Fresno, California

6. Is this plan submitted jointly by two or more districts? YES [X] NO [ ]
Identify cooperating districts:

(see narrative)

7. Is there coordination by county department(s) of education? YES [X] NO [ ]
Identify the county or counties:

Department of Education, Fresno County

8. How will you promote full participation by teachers and other staff in participating schools?
District mandated participation [ ]; Released time [ ]; Other (give details) [X].
NOTE: Salary credit authorized; see Ed. Code 13347.

Professional Growth in-service credit applied to salary schedules.

9. Is the program supported by other than district funds? YES [X] NO [ ] (if yes, give details)

Teacher tuition costs for enrollment in approved programs.

10. On attached pages, describe:
a. The district program plan, including subject matter outline of each course, whether conducted by the district or by a college or university, number of sessions, number of hours, schedule for implementation; and
b. The design for evaluation, including objectives and expected outcomes and methods to be used.

R. L. Wright — 11-13-73

Signature of superintendent or coordinator of the district inservice program — Date

FORM IR-301
(1973)

County
Fresno

Name of District
Selma Unified

NOTE: Attach other pages as necessary. Submit to Bureau of Intergroup Relations, State Department of Education, 721 Capitol Mall, Room 634, Sacramento 95814, no later than December 31, 1973.

SCHOOL STAFF PREPARATION: HISTORY, CULTURE, CURRENT PROBLEMS OF MINORITIES

1.

(List) SCHOOLS WITH 25% OR MORE MINORITY	AMERICAN INDIAN	BLACK	ASIAN	SPANISH SURNAME	FILIPINO, OTHER NONWHITE	OTHER WHITE	TOTAL STUDENTS
a. (See Narative for Complete Listing of Schools, Page 3)							
b.							
c.							
d.							

2. List members of planning committee and role of each (teacher, parent, student, etc.):

See Appendix "C"

3. Did planning committee make recommendations for program content, format, resources, instructors? YES [X] NO [ ]

4. What other committees or organizations were consulted?

Ethnic Studies Committee
District Advisory Committee

5. What higher education institutions were consulted?

Pacific College; Fresno, California

6. Is this plan submitted jointly by two or more districts? YES [X] NO [ ]
Identify cooperating districts:

(See Narative)

7. Is there coordination by county department(s) of education? YES [X] NO [ ]
Identify the county or counties:

Department of Education, Fresno County

8. How will you promote full participation by teachers and other staff in participating schools?
District mandated participation [ ]; Released time [ ]; Other (give details) [X].
NOTE: Salary credit authorized; see Ed. Code 13347.

Professional growth in-service credit applied to salary schedules

9. Is the program supported by other than district funds? YES [X] NO [ ] (if yes, give details)

Tuition costs for courses in approved programs

10. On attached pages, describe:
a. The district program plan, including subject matter outline of each course, whether conducted by the district or by a college or university, number of sessions, number of hours, schedule for implementation; and
b. The design for evaluation, including objectives and expected outcomes and methods to be used.

J. Frank Parks — November 13, 1973

Signature of superintendent or coordinator of the district inservice program — Date

FORM IR-301
(1973)

County
Fresno

Name of District
Sanger Unified School District

NOTE: Attach other pages as necessary. Submit to Bureau of Intergroup Relations, State Department of Education, 721 Capitol Mall, Room 634, Sacramento 95814, no later than December 31, 1973.

SCHOOL STAFF PREPARATION: HISTORY, CULTURE, CURRENT PROBLEMS OF MINORITIES

1.

(List) SCHOOLS WITH 25% OR MORE MINORITY	AMERICAN INDIAN	BLACK	ASIAN	SPANISH SURNAME	FILIPINO, OTHER NONWHITE	OTHER WHITE	TOTAL STUDENTS
a. (See narrative for complete listing of School, page 2)							
b.							
c.							
d.							

2. List members of planning committee and role of each (teacher, parent, student, etc.):

   See Appendix "C"

3. Did planning committee make recommendations for program content, format, resources, instructors? YES [X] NO [ ]

4. What other committees or organizations were consulted?

   Compensatory Education Committees, Teachers, and Student Groups.

5. What higher education institutions were consulted?

   Pacific College, Fresno, California

6. Is this plan submitted jointly by two or more districts? YES [X] NO [ ]
   Identify cooperating districts:

   (See narrative)

7. Is there coordination by county department(s) of education? YES [X] NO [ ]
   Identify the county or counties:

   Department of Education, Fresno County.

8. How will you promote full participation by teachers and other staff in participating schools?
   District mandated participation [ ]; Released time [ ]; Other (give details) [X].
   NOTE: Salary credit authorized; see Ed. Code 13347.

   Professional Growth in-service credit applied to salary schedules.

9. Is the program supported by other than district funds? YES [X] NO [ ] (if yes, give details)

   Teacher tuition costs for enrollment in approved programs.

10. On attached pages, describe:
    a. The district program plan, including subject matter outline of each course, whether conducted by the district or by a college or university, number of sessions, number of hours, schedule for implementation; and
    b. The design for evaluation, including objectives and expected outcomes and methods to be used.

J. Donald Dorcu

Dr. J. Donald Dorcuch, District Superintendent — November 16, 1973

Signature of superintendent or coordinator of the district inservice program — Date

INTRODUCTION

Long standing cultural and religious traditions, community and living conditions, family relationships, and financial constraints, are only a few of the collective impressions on a child affecting his chances for a successful and happy life. In addition, the ethnic-racial minority child, in many cases has inherited certain unique physical and lingual characteristics. Day by day interpersonal contacts tend to confirm and eventually establish levels of stereotype expectancies of character performance, social relationships, occupational opportunities and economic achievement.

These compounded impressions for the most part result from hereditary and environmental factors over which a child born into this world has absolutely no control. One of the tasks of the public school is to identify restraining influences upon a child's life and counterbalance with planned experiences and interpersonal and relationships that will help a child and his parents understand, select and confidently pursue life's most golden opportunities.

Adequate professional preparation of school personnel has been lacking for the task of properly counterbalancing the negative influence of the particular problems of the racial and ethnic minority child.

The program developed herein has been planned to attract staff to become genuinely interested, concerned and motivated toward more adequate undertanding and serve to meet the needs of minority group persons.

To further strengthen the search and impact of solutions to these concerns for inservice of staff, a number of districts have determined to work together on a regional basis. These districts are listed on the following page.

DISTRICT	SUPERINTENDENT
Fowler Unified	Mr. John O. Taylor
Kingsburg Joint Union Elementary	Mr. Gary J. Andreis
Kingsburg Joint Union High School District	Mr. Grant Erickson
Kings Canyon Unified School District	ger D. Freet
Parlier Unified	Mr. Quentin Wright
Sanger Unified	Dr. J. Donald Dorough
Selma Unified	Mr. Frank Parks

THE PARTICIPATING SCHOOLS

The following named schools by District have 25% or more of their student enrollment as racial/ethnic minority students. These schools and minority groups are:

DISTRICT/SCHOOL	PERCENTAGES Indian	Negro	Oriental	Spanish	Total Minority
Fowler Unified:					
Casa Blanca (Continuation)	-	-	-	63.6	63.6
Fowler High School	-	2.7	6.3	54.5	63.5
Fremont	-	4.5	3.4	47.3	55.2
Konkel	-	2.6	-	73.3	75.9
Malaga	-	2.3	-	67.8	70.1
Marshall	-	2.4	2.9	56.6	61.9
Kingsburg Joint Elementary:					
Washington	-	-	2.4	37.2	39.6
Lincoln	-	-	1.6	41.9	43.5
Roosevelt	-	-	2.7	37.0	39.7
Kingsburg Joint Union High School:	.1	-	2.8	33.6	36.5
Kings Canyon Unified:					
Alta/Smith Mountain	1.2	-	8.4	49.4	59.0
Citrus	.9	-	1.8	60.3	63.0
General Grant	.5	-	9.2	46.6	56.3
Great Western/Navelencia	1.6	.5	.7	54.3	57.1
Jefferson	1.1	-	4.8	63.9	69.8
Kings Canyon High	3.3	-	-	33.3	36.6
Lincoln	-	-	4.5	40.2	44.7
McCord	.9	-	4.3	57.2	62.4
Reedley High School	.8	.1	9.4	40.0	50.3
Riverview	-	-	13.5	33.3	46.8
Sheridan	.2	-	2.9	67.3	70.4
Washington/Windsor	-	-	7.9	35.1	43.0

DISTRICT/SCHOOL	Indian	Negro	Oriental	Spanish	Total Minority
Parlier Unified:					
Parlier High School	-	-	5.7	88.2	93.9
Tuolumne	.1	-	1.8	95.2	97.
Central	-	-	3.6	92.7	96.3
Mendocino	-	-	4.1	92.8	96.9
Sanger Unified School District:					
Centerville	-	.6	1.6	30.1	32.3
Del Rey	-	-	3.8	85.5	89.3
Jackson	.6	-	3.7	36.9	41.2
Jefferson				93.3	93.3
Lincoln				80.5	80.5
Lone Star	-	-	3.7	35.	38.7
Madison			4.5	63.6	68.1
Taft				61.9	61.9
Wilson	.9		2.8	86.5	90.2
Washington	.3	-	2.5	64.7	67.5
Sanger High School	.5	.2	3.8	45.7	50.2
Selma Unified School District:					
Garfield	.4	-	.4	65.1	65.9
Washington	1.1	1.1	-	92.1	94.1
Jefferson	-	3.5	1.7	73.1	78.3
Eric White	-	3.	.5	81.1	84.6
Jackson	.8	.8	.8	41.5	43.9
Wilson	.4	-	2.2	29.3	31.9
Terry	-	-	9.	42.7	51.7
Indianola	-	1.3	1.8	60.5	63.6
Roosevelt	-	1.3	1.7	57.1	60.1
Heartland High School	-	-	-	65.5	65.5
Selma High School	.4	1.6	.5	46.6	49.

GOALS OF THE REGIONAL PROGRAM

The over-riding goal of this Region's in-service program on the background and current problems of racial-ethnic minorities is to improve instruction of these identified students by developing adequate staff, background, knowledge and understanding of the history, culture and current problems of racial and ethnic minorities represented in the student population of this school district.

More specifically, the component districts, in choosing to participate in the project, subscribe to the goals of the California State Department of Education as follows:

a. To develop respect for minority-group cultural traditions and for the aspirations of minority-group children and families.

b. To develop understanding fo special problems of learning and behavior in schools of mixed or predominantly minority racial and ethnic composition

c. To help teachers and other school staff to improve the quality of their relationships with students and to improve the quality of relationships among students of diverse racial, ethnic, national origin, cultural and religious heritage.

d. To promote higher expectations of educational achievement and of career and vocational preparation by minority-group students.

e. To increase knowledge of available resources and of instructional strategies appropriate to schools of mixed or predominantly minority racial and ethnic composition.

THE PROGRAM PLANNING PROCESS

The following planning activities have taken place to create this regional in-service program for professional staff within the seven participating districts:

a. By the Spring of 1973, the District-Wide Parent Advisory Groups in the component districts were all alerted as to the need for a program to strengthen staff background concerning minority groups. In most cases, some plans were worked out with identified activities to develop stronger parent-teacher relationships with these minority group parents.

b. District superintendents of seven school districts, of Parlier Unified, Selma Unified, Sanger Unified, Fowler Unified, Kingsburg Elementary and Kingsburg High School, and Kings Canyon Unified met in June, 1973 and agreed to collaborate and share ideas in the development of their respective projects for their school district. At the same time, they decided to seek a cooperative project arrangement for formal in-service programs to be developed by local higher education institutions.

c. The resources of the Department of Education, Fresno County have been inclued in the program development/ implementation process where feasible.

d. In October, the Superintendents of the co-operative districts met again to review a written proposal draft and determine the further development of the project. Implications of legislative guidelines were reviewed in relation to the project proposal.

e. In October-November, each co-operating district Superintendent secured approval from their respective Board of Trustees to further pursance of the co-operative project. Also, each District Parent Advisory Group has been given opportunity to offer suggestions to the program.

f. In November 1973, an advisory committee representing district superintendents, district parents, advisory groups, representatives of Pacific College, students, selected community members of various racial/ethnic backgrounds, and county schools representatives, met at Pacific College to review the total project and offer suggestions for project direction.

g. In the meanwhile, Pacific College has worked diligently with Mr. Fred Gunsky from the Bureau of Intergroup Relations, State of California, in developing the formal course outlines that constitute a major aspect of this inservice program.

h. Finally, the district superintendents met on November 13, at Pacific College together with resource persons including staff from the Department of Education, Fresno County, to review the proposal as it is being prepared within the Regional concept.

THE PROGRAM

Categorical funding over the past several years has assisted in pointing up the importance of more adequate identification of, and service to, the instructional and social needs of minority group students. However, these concerns have been recognized primarily on a target school basis. With the implementation of EC 13345-9, additional schools in these participating districts will become involved with a study of individual differences of children as affected by their cultural and racial/ethnic background.

This program proposes to develop several components centered on the history, culture and current problems of ethnic minorities, These components consist of:

I. General Knowledge and Background Information of the Various Minority Groups:

*A. All Districts Within the Region

1. Districts will encourage staff through professional growth credit applied to salary schedules to enroll in approved courses of study conducted by Pacific College, Fresno, California, and/or California State University, Fresno. One such program, "History, Culture, and Current Problems of Racial and Ethnic Minorities," is outlined and presented as Appendix "A" of this document.

B. In addition, each district superintendent or his designate may supplement his in-service program with local activities chosen from the following representatives list of activities.

1. The respective school district offices will provide staff with a summary of their school's racial/ethnic distribution.

*See page 11 for explanation

2. District personnel will individually inform elementary target school staff as to the objectives and activities of the Intergroup Relations Component of the respective district consolidated application and provide follow-up activities with children at school sites resulting from the educational component.

3. Individual school staff throughout the district will be given commercially printed materials on the background and cultural heritage of the racial/ethnic groups represented in the student population of the region.

4. All staff will be advised of special Fresno County closed circuit (ITV) information programs to be broadcasted related to aspects of the "History, culture and current problems of racial and ethnic minorities." Special programs with follow-up seminars may be offered for college credit.

5. Elementary target school staff will continuously utilize the resources of parents and community persons to gain information about the current problems of minority group people served by their school. In addition, the district-wide committees reviewing this program and the special project programs may be used as information/resource persons.

6. Districts will conduct a "Say it as it is" seminar involving minority group students, parents and professional staff to promote improved understanding and relationship.

7. Districts will provide an outside speaker or some similar inspirational activity for a total faculty to stimulate interest in the overal need for staff awareness and participation in this project.

II. Application of Historical and Cultural Heritage Information to the Educational Program

*A. All districts within the Region will encourage staff through professional growth credit applied to salary schedules to enroll in approved courses of study conducted by Pacific College, Fresno, California, and/or California State University, Fresno. One such program,

*See page 11 for explanation

"Teach strategies and instructional materials development (Pacific College)," will be officially designated for staff participation on a voluntary basis. A course outline is submitted herewith as Appendix "B". These courses will be taught by "Cross Cutural Teaching Teams," with each member of the team making a specific contribution to the application of information to the instruct ional program.

B. In addition, each district superintendent or his designate may supplement his in-service program with local activities chosen from the following representative list:

1. Elementary level target schools operating under the consolidated application will have frequent regular in-service "mod" meetings with sub-staff groups to develop instructional styles and materials most appropriate to the language and cultural needs of minority students served.

2. Parents of minority group students in target schools will be contacted regularly by a bilingual community aide and through the leadership of the aide and building principal, these parents may be brought into the classroom program with appropriate involvement activities as collaborated with the classroom teacher.

3. An in-service program will be conducted for more effective communication skills and the promotion/development of parent education involvement activities.

4. Special closed circuit ITV programming designed for language skills development of minority group students will be used in schools equipped for receiving such broadcasts.

5. Special closed circuit ITV programs on topics of information/inspiration content can be developed to be followed with small group discussions.

6. The possibility exists for field work type experiences with special projects for college/salary credit along with appropriate dissemination of findings to staff.

7. Each district will utilize all resources to involve parents and other ethnic minority people as the classroom resources and volunteer aides.

III. Evaluation

1. Each in-service program conducted by participating colleges as outlined in the appendixes will be evaluated by participants on appropriate check sheets with a summary of the evaluation reports to be submitted to the respective district superintendents. Such evaluation will be in terms of the stated objectives for each course.

2. The evaluation committee for the Fresno County Schools Office will evaluate the ITV program presentations as a routine and will provide information as to the effectiveness and acceptance of in-service programs developed/broadcasted on the topic of multicultural studies. A summary of evaluation data will be prepared for district information.

3. School district evaluation co-ordinators will gather information via check lists, interviews, etc., of affected staff and prepare a summary for review by the local Board of Trustees on the benefits/products of the in-service program. This information will also be available to appropriate parent advisory groups of each district.

4. Reports to appropriate agencies within the California State Department of Education will be submitted as requested by each component district in the Region.

5. Each year's evaluation data will be used to strengthen and improve the project in the succeeding years.

*Indicates programs at Pacific College which collectively exceed the minimum standard of 60 hours of in-service experience for participating teachers.

CALENDAR OF IMPLEMENTATION - FIRST YEAR

TARGET DATES	
December 1, 1973	Submission of project proposal to Bureau of Intergroup Relations, California State Department of Education
December, 1973	Inform all district professional staff of project proposal and promote their active planning through pre-registration procedures
January, 1973	Anticipated project approval
January, 1973	Tabulation of pre-registration data and identification of in-service locations and staffing
February - May, 1974	Implementation of course work and supplemental learning activities
June, 1974	First year evaluation (to be determined by the State)
June - September, 1974	Planning and priorities for ensuing school year

APPENDIX "A"
PACIFIC COLLEGE OF FRESNO
IN-SERVICE EDUCATION

COURSE TITLE: "HISTORY, CULTURE AND CURRENT PROBLEMS OF RACIAL AND ETHNIC MINORITIES" Education 377

CREDIT: Two (2) semester units of credit to be offered on two levels: pre- and post-baccalaureate.

INSTRUCTORS: Robert Enns, Professor of Sociology
Paul Toews, Associate Professor of History

COURSE DESCRIPTION:

A. Objectives

1. To discuss critically the concepts, themes, and issues needed for understanding a multicultural educational system and social order.

2. To demonstrate an understanding of greater sensitivity towards others in their differences. Develop greater alertness to nuances of differences and greater caution towards generalizing about Americans.

3. To acquire greater knowledge about Racial and Ethnic minorities histories and heritages that could lead to the development of more meaningful curricula and teaching strategies.

B. Course content and outline:

1. "Racism" as an aspect of culture.

a. Culture as a system of categories of meanings and patterns of social relationship. "Race" as a biological vs. cultural concept.

b. "Race" and ethnicity as elements in systems of social stratification. Caste and class as patterns of differentiation. Color, language, religion, and ethnicity as bases of economic, political, and interpersonal discriminatory action.

c. "Race" and ethnicity as elements in psychological processes. "Identify" and ethnic community. Stereotyping and prejudice in inter-personal perceptions and relationships. The psychology of "deviance" and stigma.

d. Religious and ideological legitimations of discriminatory behavior. Hinduism and the caste system, churchly legitimations of slavery and racism.

2. Cross-cultural examples of discrimination.

a. Japan: the Ainu, Burakumin, and Korean communities.

b. "Color" in Latin American society.

c. Anti-semitism: an international phenomenon.

d. Hawaii: pattern for the future?

3. Intolerance in American history

a. Origin of American racism.

b. American racism as a system of ideas and institutional arrangements.

c. The ethnic experience in American life: the stages of immigration.

d. A conscious self-appropriation of one's own, the significance of ethnicity for personal identy and authentic pluralism.

e. Ideologies or Realities? - Melting pot, assimilation, cultural pluralism.

4. Models and strategies for change.

a. Segregation, apartheid, cultural pluralism, community control, ethnic identity: the pros and cons of pluralism and separation.

b. Assimilation, the "melting pot", integration: the pros and cons of the termination of ethnic identities.

c. Alternatives to ethnic identity: professionalism, nationalism, religious affiliation, a new "humanism" ?

d. Cultural Pluralism in Education. "Termination" or preservation of cultural traditions: the policies, organizational structures, curricula, personnel, and teaching practices of local districts and schools.

Readings:

Roger Daniels and Harry L. Kitano, American Racism: Exploration of the Nature of Prejudice (Englewood Cliffs, N.J.: Prentice-Hall, 1970.)

George E. Frakes and Curtis B. Solberg, editors, Minorities in California History (New York: Random House, 1971).

Madelon D. Stent, William R. Hazard, Harry N. Rivlin, Cultural Pluralism in Education: A Mandate for Change (New York: Appleton-Century-Crofts, 1973).

Audio Visual Materials: Films, recordings, simulations, encounters, lectures, field trips.

FOR FURTHER INFORMATION CONTACT: Mr. Silas Bartsch, Director of In-Service Education
Pacific College of Fresno, Fresno, California 93702

APPENDIX "B"

PACIFIC COLLEGEOOF FRESNO
IN-SERVICE EDUCATION

COURSE TITLE: "HISTORY, CULTURE, AND CURRENT PROBLEMS OF BLACK AMERICANS" Educ 377.1
"HISTORY, CULTURE, AND CURRENT PROBLEMS OF ASIAN-AMERICANS" Educ 377.2
"HISTORY, CULTURE, AND CURRENT PROBLEMS OF INDIAN-AMERICANS" Educ 377.3
"HISTORY, CULTURE, AND CURRENT PROBLEMS OF MEXICAN-AMERICANS" Educ 377.4

CREDIT: Four (4) semester units of credit. Offered in a series of one unit courses.

INSTRUCTORS: The courses will be taught by members of the respective minority communities selected in consultation with the participating school district personnel, ethnic community organizations, and College personnel. The College faculty members involved will be Robert Enns, Assistant Professor of Sociology and Paul Toews, Associate Professor of History. Emphasis will be on maximum interchange between the minority group and the participating teachers. Activities will include dialog with representatives of various minority institutions, agencies, and organizations. Participation in ethnic functions, celebrations, and activities will be an integral part of the course.

COURSE DESCRIPTION:

A. Objectives:

1. To integrate the substitution of positive and realistic images for culturally transmitted negative stereotypes.

2. To demonstrate an understanding of specific sociologic-historic information regarding the tradition and patterns of a specific ethnic/racial group.

3. To identify and organize data about the particular sub-culture's characteristics, values, attitudes, and expectations that distinguish it from the dominant culture.

4. To investigate knowledge of the cultural and linguistic patterns that may interfere with the learning of an alternative language.

5. To prepare explanatory models of study methods and techniques for providing more effective learning situations for the students of the particular culture group.

6. To discuss critically school policies, structures, requirements and expectations in relation to the aspirations of the particular racial/ethnic tradition.

B. Course content and outline:

Each of the courses will be offered in four (4) one-unit sequences. The four courses in their total and component parts will survey the circumstances of the specific ethnic groups in local school communities from the following perspectives. Participating teachers may take any or all of the units for each ethnic group.

1. History and Culture.

Cultural background and origins, circumstances of migration or contact with "Angle" culture, history or relations with dominant institutions. patterns of experience in California, and the San Joaquin Valley, and the local community. Implications for traditional culture: family, religion, and value system, economics, political and community organization. Current situation as response, adaptation to dominant culture.

2. Interpersonal Relations and Communication.

Examine in depth the social and psychological factors in cultural development; effects on self-image building, personality, and perception; effects of racial and ethnic discrimination; and interpersonal aspects, including stereotyping, avoidance, discrimination, physical attack and genocide; assessments of students abilities, achievements and differences in learning styles; conflict between minority groups and individual within the group. Assist school staff to improve the quality of their students of diverse racial, ethnic, cultural, national-origin, and religious heritage.

3. Current Issues and Problems.

Demographic characteristics and distribution in the state, county, and local community. Local situation as a part of the "culture of poverty". Ethnic culture as unique, adaptive mechanism for survival in environment. The "social problem" perspective of the police, the courts, the welfare department, the teacher. Stereotypes: majority typifications of the minority, and minority stereotypes of the majority. Political organizations: membership and strategies. Economic organizations and movements. Federal, state, and local programs. Relations between family, church, economics, politics, agencies, and schools.

4. Teaching Strategies and Instructional Materials Development.

Examine available instructional resources and learning strategies appropriate to schools of mixed or predominately minority racial and ethnic composition; develop appropriate curriculum and instructional materials; and observation of successful teachers and their methods; participation in field assignments to allow for interaction with racial and ethnic groups from the community served by the school related to:

a. Assessments of students' abilities and achievements,

b. Differences in students' learning styles,

c. Concepts of desegregation, integration, pluralism, as related to the school and the classroom,

d. Experience in the wider community, including observation of community organizations and how they function, and

f. Curriculum and instructional materials.

INSTRUCTIONAL MATERIALS:

A. Readings

Readings will include historical, sociological, literary, and eduational writings relevant to the life and experience of each ethnic group.

FOR FURTHER INFORMATION CONTACT: Mr. Silas Bartsch, Director of In-Service Education
Pacific College of Fresno, Fresno, California 93702

APPENDIX "C"

MULTI-CULTURAL STUDIES - - ADVISORY COMMITTEE

NAME	REPRESENTING
Robert Kirchner	Administrator
Frank Encinas	Teacher
Joe H. Lee	Administrator
Felton Burns	College Professor
Ronald Dangaran	Human Relations Co-Ordinator
Vurdell Newsome	Teacher
Pedro Figueroa	Human Relations Co-Ordinator
Grant Erickson	Superintendent
Loraine Combs	Teacher
Santiago Campbell	Teacher
Marvin Call	Doctor
Henry Keledjian	Teacher
Henry Vasquez	Administrator
Moses Dominguez	Administrator
Herbert D. Bonds	Administrator
Al Uribe	Teacher
Robert Enns	Teacher
Paul Toews	Teacher
Curtis Hurd	Human Relations Co-Ordinator
Willie Barber	Student
Roger Trujillo	Student
Guadalupe Solis	Student
Elias Wiebe	Administrator (College)
Roy T. Argleben	Administrator
John Taylor	Superintendent
Quentin Wright	Superintendent
J. Donald Dorough	Superintendent
Frank Parks	Superintendent
Roger Freet	Superintendent
Gary Andreis	Superintendent
Harriett Jowett	County Office Adm
Charles Hertzler	Administrator
Silas Bartsch	Administrator (College)
Rogie Haga	P.A.C. - Parlier
Sylvester Castillo	P.A.C. - Selma
Eva Carrillo	P.A.C. - Sanger
Teresa Ramirez	P.A.C. - Kingsburg
Teresa Aguirre	P.A.C. - Kings Canyon

In addition to the above named committee, each participating district has involved their Compensatory Education Parent Advisory Committee in the planning of this project. These Committees have composition exceeding a 50% minority group representation.